

# CLARENDON 1 SCHOOL DISTRICT

P.O. Box 38  
Summerton, SC 29148

**GRADES** PK-12

**ENROLLMENT** 1,164 Students

**SUPERINTENDENT** Omega D. Hilton (Interim Supt.) 803-485-2325

**BOARD CHAIR** John D. Bonaparte 803-478-8711

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 0    | 1       | 6             | 1              |

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Below Average          | Average                   | N/A                             |
| <b>2002</b> | Below Average          | Below Average             | N/A                             |
| <b>2003</b> | Below Average          | Good                      | No                              |
| <b>2004</b> | Below Average          | Below Average             | No                              |

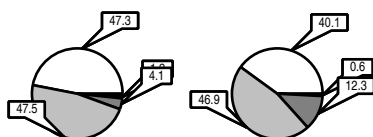
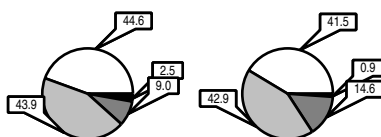
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our District****Districts with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|   | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

|                             | <b>Our District</b> |             |             | <b>Districts with Students like Ours</b> |             |             |
|-----------------------------|---------------------|-------------|-------------|--|-------------|-------------|
| <b>Percent</b>              | <b>2004</b>         | <b>2005</b> | <b>2006</b> | <b>2004</b>                              | <b>2005</b> | <b>2006</b> |
| <b>Passed both subtests</b> | 51.9                | N/A         | N/A         | 59.5                                     | N/A         | N/A         |
| <b>Passed 1 subtest</b>     | 21.7                | N/A         | N/A         | 20.1                                     | N/A         | N/A         |
| <b>Passed no subtests</b>   | 26.4                | N/A         | N/A         | 20.4                                     | N/A         | N/A         |

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

| <b>Percent of</b>  | <b>Our District</b> | <b>Districts with Students like Ours</b> |
|--|---------------------|--|
| <b>Seniors eligible for LIFE Scholarships at four-year institutions*</b> | 5.4                 | 3.0                                      |
| <b>Seniors who met the SAT/ACT requirement</b>                           | 5.4                 | 3.0                                      |
| <b>Seniors who met the grade point average</b>                           | 25.0                | 30.5                                     |

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts          |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 562   | 95.2            | 40.1                 | 47.0           | 12.3                | 0.6               | 12.9                                 |
| Gender                         |   |                 |                      |                |                     |                   |                                      |
| Male                           | 290   | 95.2            | 47.4                 | 42.1           | 9.8                 | 0.8               | 10.5                                 |
| Female                         | 272   | 95.2            | 32.2                 | 52.2           | 15.1                | 0.4               | 15.5                                 |
| Racial/Ethnic Group            |   |                 |                      |                |                     |                   |                                      |
| White                          | 15  | 53.3            | 0.0                  | 0.0            | 0.0                 | 0.0               | 0.0                                  |
| African-American               | 538   | 96.5            | 40.8                 | 47.0           | 11.6                | 0.6               | 12.2                                 |
| Asian/Pacific Islander         | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 8   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Disability Status              |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 469   | 94.5            | 32.5                 | 52.5           | 14.3                | 0.7               | 15.0                                 |
| Disabled                       | 93  | 98.9            | 75.0                 | 21.7           | 3.3                 | 0.0               | 3.3                                  |
| Migrant Status                 |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 562   | 95.2            | 40.1                 | 47.0           | 12.3                | 0.6               | 12.9                                 |
| English Proficiency            |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Limited English Proficient | 562   | 95.2            | 40.1                 | 47.0           | 12.3                | 0.6               | 12.9                                 |
| Socio-Economic Status          |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 527   | 95.8            | 41.3                 | 46.9           | 11.2                | 0.6               | 11.8                                 |
| Full-pay meals                 | 33  | 87.9            | 18.5                 | 48.1           | 33.3                | 0.0               | 33.3                                 |

|                                |     |      |      |      |      |      |      |
|--------------------------------|-----|------|------|------|------|------|------|
| Mathematics                    |     |      |      |      |      |      |      |
| All Students                   | 562 | 95.6 | 47.3 | 47.5 | 4.1  | 1.2  | 5.3  |
| Gender                         |     |      |      |      |      |      |      |
| Male                           | 290 | 95.2 | 48.5 | 46.2 | 3.0  | 2.3  | 5.3  |
| Female                         | 272 | 96.0 | 45.9 | 48.8 | 5.3  | 0.0  | 5.3  |
| Racial/Ethnic Group            |     |      |      |      |      |      |      |
| White                          | 15  | 60.0 | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  |
| African-American               | 538 | 96.7 | 48.1 | 46.9 | 4.0  | 1.0  | 5.0  |
| Asian/Pacific Islander         | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Hispanic                       | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Disability Status              |     |      |      |      |      |      |      |
| Not Disabled                   | 469 | 94.9 | 43.6 | 50.2 | 4.8  | 1.4  | 6.2  |
| Disabled                       | 93  | 98.9 | 64.1 | 34.8 | 1.1  | 0.0  | 1.1  |
| Migrant Status                 |     |      |      |      |      |      |      |
| Migrant                        | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 562 | 95.6 | 47.3 | 47.5 | 4.1  | 1.2  | 5.3  |
| English Proficiency            |     |      |      |      |      |      |      |
| Limited English Proficient     | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Limited English Proficient | 562 | 95.6 | 47.3 | 47.5 | 4.1  | 1.2  | 5.3  |
| Socio-Economic Status          |     |      |      |      |      |      |      |
| Subsidized meals               | 527 | 96.0 | 48.0 | 47.8 | 3.5  | 0.6  | 4.1  |
| Full-pay meals                 | 33  | 90.9 | 33.3 | 40.7 | 14.8 | 11.1 | 25.9 |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |         | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |         |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | Grade 3 | 83  | 98.8            | 17.1                 | 42.1           | 36.8                | 3.9               | 40.8                                 |
|                              | Grade 4 | 88  | 100.0           | 60.0                 | 34.1           | 5.9                 | N/A               | 5.9                                  |
|                              | Grade 5 | 101   | 100.0           | 52.2                 | 44.6           | 3.3                 | N/A               | 3.3                                  |
|                              | Grade 6 | 107   | 100.0           | 51.1                 | 37.0           | 10.9                | 1.1               | 12.0                                 |
|                              | Grade 7 | 109   | 100.0           | 50.5                 | 45.3           | 4.2                 | N/A               | 4.2                                  |
|                              | Grade 8 | 100   | 94.0            | 43.8                 | 46.6           | 9.6                 | N/A               | 9.6                                  |
| <b>2004</b>                  | Grade 3 | 81  | 97.5            | 16.5                 | 50.6           | 29.1                | 3.8               | 32.9                                 |
|                              | Grade 4 | 73  | 95.9            | 34.3                 | 47.1           | 18.6                | N/A               | 18.6                                 |
|                              | Grade 5 | 81  | 98.8            | 52.5                 | 40.0           | 7.5                 | N/A               | 7.5                                  |
|                              | Grade 6 | 100   | 91.0            | 51.6                 | 42.9           | 5.5                 | N/A               | 5.5                                  |
|                              | Grade 7 | 111   | 94.6            | 38.1                 | 54.3           | 7.6                 | N/A               | 7.6                                  |
|                              | Grade 8 | 117   | 94.8            | 42.2                 | 53.2           | 4.6                 | N/A               | 4.6                                  |

|                    |         |     |       |      |      |      |     |      |
|--------------------|---------|-----|-------|------|------|------|-----|------|
| <b>Mathematics</b> |         |     |       |      |      |      |     |      |
| <b>2003</b>        | Grade 3 | 83  | 100.0 | 28.9 | 51.3 | 17.1 | 2.6 | 19.7 |
|                    | Grade 4 | 88  | 100.0 | 48.2 | 49.4 | 2.4  | N/A | 2.4  |
|                    | Grade 5 | 101 | 100.0 | 44.6 | 52.2 | 3.3  | N/A | 3.3  |
|                    | Grade 6 | 107 | 100.0 | 44.6 | 44.6 | 8.7  | 2.2 | 10.9 |
|                    | Grade 7 | 109 | 98.2  | 64.2 | 31.6 | 4.2  | N/A | 4.2  |
|                    | Grade 8 | 100 | 92.0  | 53.5 | 36.6 | 8.5  | 1.4 | 9.9  |
| <b>2004</b>        | Grade 3 | 81  | 97.5  | 30.4 | 58.2 | 10.1 | 1.3 | 11.4 |
|                    | Grade 4 | 73  | 95.9  | 38.6 | 57.1 | 2.9  | 1.4 | 4.3  |
|                    | Grade 5 | 81  | 98.8  | 67.5 | 32.5 | N/A  | N/A | N/A  |
|                    | Grade 6 | 100 | 91.0  | 28.6 | 59.3 | 9.9  | 2.2 | 12.1 |
|                    | Grade 7 | 111 | 94.6  | 48.6 | 43.8 | 5.7  | 1.9 | 7.6  |
|                    | Grade 8 | 117 | 96.6  | 60.4 | 39.6 | N/A  | N/A | N/A  |

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts          |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 131   | 80.9            | 29.7                 | 32.7           | 26.7                | 10.9              | 37.6                                 |
| Gender                         |   |                 |                      |                |                     |                   |                                      |
| Male                           | 69  | 81.2            | 38.9                 | 33.3           | 22.2                | 5.6               | 27.8                                 |
| Female                         | 62  | 80.6            | 19.1                 | 31.9           | 31.9                | 17.0              | 48.9                                 |
| Racial/Ethnic Group            |   |                 |                      |                |                     |                   |                                      |
| White                          | 3   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| African-American               | 128   | 82.8            | 29.7                 | 32.7           | 26.7                | 10.9              | 37.6                                 |
| Asian/Pacific Islander         | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Disability Status              |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 111   | 82.0            | 18.6                 | 37.2           | 31.4                | 12.8              | 44.2                                 |
| Disabled                       | 20  | 75.0            | 93.3                 | 6.7            | N/A                 | N/A               | N/A                                  |
| Migrant Status                 |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 131   | 80.9            | 29.7                 | 32.7           | 16.8                | 10.9              | 37.6                                 |
| English Proficiency            |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Limited English Proficient | 131   | 80.9            | 29.7                 | 32.7           | 26.7                | 10.9              | 37.6                                 |
| Socio-Economic Status          |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 117   | 82.9            | 27.7                 | 34.0           | 27.7                | 10.6              | 38.3                                 |
| Full-pay meals                 | 14  | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

|                                |     |      |       |      |      |     |      |
|--------------------------------|-----|------|-------|------|------|-----|------|
| Mathematics                    |     |      |       |      |      |     |      |
| All Students                   | 131 | 80.9 | 46.5  | 33.7 | 16.8 | 3.0 | 19.8 |
| Gender                         |     |      |       |      |      |     |      |
| Male                           | 69  | 81.2 | 50.0  | 33.3 | 13.0 | 3.7 | 16.7 |
| Female                         | 62  | 80.6 | 42.6  | 34.0 | 21.3 | 2.1 | 23.4 |
| Racial/Ethnic Group            |     |      |       |      |      |     |      |
| White                          | 3   | I/S  | I/S   | I/S  | I/S  | I/S | I/S  |
| African-American               | 128 | 82.8 | 46.5  | 33.7 | 16.8 | 3.0 | 19.8 |
| Asian/Pacific Islander         | N/A | N/A  | N/A   | N/A  | N/A  | N/A | N/A  |
| Hispanic                       | N/A | N/A  | N/A   | N/A  | N/A  | N/A | N/A  |
| American Indian/Alaskan        | N/A | N/A  | N/A   | N/A  | N/A  | N/A | N/A  |
| Disability Status              |     |      |       |      |      |     |      |
| Not Disabled                   | 111 | 82.0 | 37.2  | 39.5 | 19.8 | 3.5 | 23.3 |
| Disabled                       | 20  | 75.0 | 100.0 | N/A  | N/A  | N/A | N/A  |
| Migrant Status                 |     |      |       |      |      |     |      |
| Migrant                        | N/A | N/A  | N/A   | N/A  | N/A  | N/A | N/A  |
| Non-Migrant                    | 131 | 80.9 | 46.5  | 33.7 | 16.8 | 3.0 | 19.8 |
| English Proficiency            |     |      |       |      |      |     |      |
| Limited English Proficient     | N/A | N/A  | N/A   | N/A  | N/A  | N/A | N/A  |
| Non-Limited English Proficient | 131 | 80.9 | 46.5  | 33.7 | 16.8 | 3.0 | 19.8 |
| Socio-Economic Status          |     |      |       |      |      |     |      |
| Subsidized meals               | 117 | 82.9 | 44.7  | 34.0 | 18.1 | 3.2 | 21.3 |
| Full-pay meals                 | 14  | N/A  | N/A   | N/A  | N/A  | N/A | N/A  |

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

|                                | Exit Exam Passage<br>Rate by Spring 2004 |       | Eligibility for LIFE<br>Scholarships* |      | Graduation Rate |       | Met State<br>Objective |
|--------------------------------|--|-------|---------------------------------------|------|-----------------|-------|------------------------|
|                                | n  | %     | n                                     | %    | n               | %     |                        |
| All students                   | 66                                       | 87.9% | 56                                    | 5.4% | 57              | 82.5% | N/A                    |
| <b>Gender</b>                  |  |       |                                       |      |                 |       |                        |
| Male                           | 31                                       | 83.9% | 20                                    | 5.0% | 21              | 76.2% |                        |
| Female                         | 35                                       | 91.4% | 36                                    | 5.6% | 36              | 86.1% |                        |
| <b>Racial/Ethnic Group</b>     |  |       |                                       |      |                 |       |                        |
| White                          | 2  | I/S   | 0                                     | N/A  | N/A             | N/A   |                        |
| African American               | 64                                       | 89.1% | 56                                    | 5.4% | 57              | 82.5% |                        |
| Asian/Pacific Islander         | N/A                                      | N/A   | 0                                     | N/A  | N/A             | N/A   |                        |
| Hispanic                       | N/A                                      | N/A   | 0                                     | N/A  | N/A             | N/A   |                        |
| American Indian/Alaskan        | N/A                                      | N/A   | 0                                     | N/A  | N/A             | N/A   |                        |
| <b>Disability Status</b>       |  |       |                                       |      |                 |       |                        |
| Not disabled                   | 61                                       | 93.4% | 51                                    | 5.9% | 52              | 88.5% |                        |
| Disabilities other than speech | 5  | 20.0% | 5                                     | 0.0% | 5               | 20.0% |                        |
| <b>Migrant Status</b>          |  |       |                                       |      |                 |       |                        |
| Migrant                        | N/A                                      | N/A   | 0                                     | N/A  | N/A             | N/A   |                        |
| Non-migrant                    | 64                                       | 89.1% | 56                                    | 5.4% | N/A             | N/A   |                        |
| <b>English Proficiency</b>     |  |       |                                       |      |                 |       |                        |
| Limited English proficient     | N/A                                      | N/A   | 0                                     | N/A  | 0               | N/A   |                        |
| Non-LEP                        | 66                                       | 87.9% | 56                                    | 5.4% | 57              | 82.5% |                        |
| <b>Socio-Economic Status</b>   |  |       |                                       |      |                 |       |                        |
| Subsidized meals               | 63                                       | 87.3% | 55                                    | 3.6% | 49              | 81.6% |                        |
| Full-pay meals                 | 3  | I/S   | 1                                     | I/S  | 8               | 87.5% |                        |

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

|         | Our District | Districts with Students like Ours |
|---------|--------------|-----------------------------------|
| Percent | 87.9%        | 86.1%                             |

**GRADUATION RATE**

|                    | Our District | Districts with Students like Ours |
|--------------------|--------------|-----------------------------------|
| Number of Students | 57           | 140                               |
| Number of Diplomas | 47           | 105                               |
| Rate               | 82.5%        | 73.8%                             |

**2003-04 COLLEGE ADMISSIONS TESTS**

| SAT      | Verbal |      | Math |      | Total |      |
|----------|--------|------|------|------|-------|------|
|          | 2003   | 2004 | 2003 | 2004 | 2003  | 2004 |
| District | 370    | 410  | 391  | 468  | 761   | 878  |
| State    | 493    | 491  | 496  | 495  | 989   | 986  |
| Nation   | 507    | 508  | 519  | 518  | 1026  | 1026 |

| ACT      | English |      | Math |      | Reading |      | Science |      | Total |      |
|----------|---------|------|------|------|---------|------|---------|------|-------|------|
|          | 2003    | 2004 | 2003 | 2004 | 2003    | 2004 | 2003    | 2004 | 2003  | 2004 |
| District | 14.4    | 13.9 | 15.7 | 16.3 | 16.1    | 15.0 | 14.5    | 15.8 | 15.3  | 15.4 |
| State    | 18.7    | 18.8 | 19.0 | 19.1 | 19.4    | 19.4 | 19.2    | 19.3 | 19.2  | 19.3 |
| Nation   | 20.3    | 20.4 | 20.6 | 20.7 | 21.2    | 21.3 | 20.8    | 20.9 | 20.8  | 20.9 |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

|   | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|---|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n= 1,164)   |              |                       |                                   |                 |
| First graders who attended full-day kindergarten                                | 100.0%       | N/C                   | 98.7%                             | 97.2%           |
| Retention rate  | 11.3%        | Up from 0.5%          | 7.4%                              | 5.3%            |
| Attendance rate   | 96.5%        | Up from 93.7%         | 96.5%                             | 96.2%           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 5.2%         |                       | 8.2%                              | 5.8%            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.8%         |                       | 7.7%                              | 5.1%            |
| Eligible for gifted and talented  | 8.3%         | Down from 10.5%       | 4.6%                              | 11.6%           |
| On academic plans   | N/AV         | N/AV                  | N/A                               | N/AV            |
| On academic probation   | N/AV         | N/AV                  | N/A                               | N/AV            |
| With disabilities other than speech   | 10.9%        | Up from 10.0%         | 10.9%                             | 10.9%           |
| Older than usual for grade  | 10.8%        | Up from 8.7%          | 8.5%                              | 5.0%            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 2.1%         | Down from 11.7%       | 1.7%                              | 1.1%            |
| Enrolled in AP/IB programs  | 9.1%         | Up from 3.0%          | 5.4%                              | 9.9%            |
| Successful on AP/IB exams   | N/AV         | N/AV                  | N/AV                              | N/AV            |
| Enrolled in adult education GED or diploma programs                             | 59           | Down from 76          | 51                                | 157             |
| Completions in adult education GED or diploma programs                          | 4            | Down from 9           | 10                                | 39              |
| Annual dropout rate   | 1.7%         | Up from 0.8%          | 2.5%                              | 2.9%            |
| Teachers (n= 79)  |              |                       |                                   |                 |
| Teachers with advanced degrees  | 40.5%        | Up from 39.3%         | 38.7%                             | 50.0%           |
| Continuing contract teachers  | 83.5%        | Up from 81.0%         | 75.6%                             | 84.6%           |
| Highly qualified teachers**   | 91.8%        | N/A                   | 91.1%                             | 92.5%           |
| Teachers with emergency or provisional certificates                             | 13.5%        |                       | 15.6%                             | 4.4%            |
| Teachers returning from previous year   | 84.1%        | Down from 84.9%       | 82.6%                             | 89.9%           |
| Teacher attendance rate   | 90.8%        | Down from 93.3%       | 94.5%                             | 94.7%           |
| Average teacher salary  | \$38,473     | Up 1.2%               | \$37,770                          | \$40,566        |
| Vacancies for more than nine weeks  | 2.5%         | N/C                   | 2.5%                              | 0.3%            |
| Prof. development days/teacher  | 13.4 days    | Down from 13.7 days   | 12.0 days                         | 12.0 days       |
| District  |              |                       |                                   |                 |
| Superintendent's years at district  | 0.5          | Down from 1.0         | 3.5                               | 3.0             |
| Student-teacher ratio in core subjects  | 21.5 to 1    | Up from 18.4 to 1     | 19.4 to 1                         | 21.0 to 1       |
| Prime instructional time  | 84.9%        | Down from 85.0%       | 88.0%                             | 89.5%           |
| Dollars spent per pupil*  | \$8,451      | Down 1.2%             | \$8,551                           | \$7,217         |
| Percent of expenditures for teacher salaries*                                   | 48.5%        | Up from 45.6%         | 49.2%                             | 55.6%           |
| Opportunities in the arts   | Fair         | Down from Good        | Excellent                         | Excellent       |
| Parents attending conferences   | 70.4%        | Down from 71.5%       | 94.1%                             | 97.3%           |
| Number of schools   | 3            | No change             | 4                                 | 8               |
| Number of magnet schools  | 0            | No change             | 0                                 | 0               |
| Number of charter schools   | 0            | No change             | 0                                 | 0               |
| Number of alternative schools   | 0            | No change             | 0                                 | 0               |
| Portable classrooms   | 11.2%        | Down from 12.1%       | 10.2%                             | 4.3%            |
| Average age in years of school facilities                                       | 28           | Up from 27            | 29                                | 26              |
| Number of schools with SACS accreditation                                       | 0            | No change             | 3                                 | 8               |
| Average administrator salary  | \$61,380     |                       | \$64,640                          | \$67,300        |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | N/A             | 92.0%               |
| Highly qualified teachers in high poverty schools** | 91.8%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers**                         | 65.0%           | Yes                 |
| Student attendance rate                             | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE****Board Membership**

5 trustees elected to at-large seats, 4 trustees  
appointed

**Fiscal Authority**

County Council

**Average Number of Hours of Training Annually**

36.0 per board member

**Percent new trustees completing orientation**

100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Clarendon County School District One experienced a successful 2003-04 school year academically. Standardized test scores continue to rise and students are excelling in all areas of the academic arena. EXIT Exam scores indicate that more students are passing the EXIT exams and the PACT scores indicate larger percentages of students are scoring basic and above. In the past three years, all schools won either a Silver or Gold Palmetto Award based on gains on the PACT testing. The average SAT score is also increasing and a greater percentage of students are enrolling in college. The district has six Nationally Board Certified teachers and all teachers have participated in extensive training in integrating the standards into the curriculum, curriculum mapping, benchmark testing and using data analysis to individualize instruction. Several faculty members have presented at educational conferences both in state and out of state. Students involved in the BreadLoaf Writing Project at Scott's Branch High School shared their interviews and writings on Briggs vs. Elliott with reporters from numerous national magazines, newspapers and television stations who published the information and pictures in their articles/broadcasts related to the 50th anniversary of Brown vs. Board of Education.

The district actively pursued grants to supplement the curriculum and was successful in the areas of comprehensive school reform, curriculum improvement, classroom supplies, after school programs and technology. Fifty students also participated in Camp Voyager Technology camp through a partnership with Clemson University's Youth Learning Institute. This three-year grant also funded a technology coach to work with teachers on integrating technology into the curriculum and provided state of the art computer technology equipment. The schools also partnered with parents, businesses, and the community to provide students additional incentives and encouragement for high academic achievement. We continue to seek more involvement from our citizens and thank those who have helped us in this effort.

Omega D. Hilton

Interim Superintendent